

GRADUATE TRAINING OF LDC ECONOMISTS
IN U.K. UNIVERSITIES --
A STATISTICAL NOTE

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76



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Discussion Papers are preliminary materials circulated to stimulate discussion and critical comment. References in publications to Discussion Papers should be cleared with the author to protect the tentative character of these papers.

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ABSTRACT

This paper primarily addresses some aspects of the supply of professionally trained economists from LDCs. It summarizes aggregate data on LDC graduate students in economics in the United Kingdom between 1971 and 1975, showing countries of origin, degrees pursued and awarded, length of study, financing sources. Data are also provided on enrollment trends and failure rates in several universities. LDC students are found to be a relatively high proportion of total economics graduate students (about one-third) but the number of Ph D level LDC economists trained in Britain is small -- 20-25 per year in the mid-70's.

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Ce document aborde quelques aspects de l'offre en économistes formés professionnellement et provenant de pays sous-développés. L'étude résume brièvement les données rassemblées sur les étudiants de ces pays ayant obtenu leur licence en sciences économiques dans le Royaume-Uni entre 1971 et 1975, donnant les pays d'origine, les diplômes recherchés et ceux déjà reçus, la longueur des études et les ressources financières. Des données sont également fournies au sujet de la tendance des inscriptions et des taux d'échec à l'intérieur de plusieurs universités spécifiques. Il s'avère donc que les étudiants des pays sous-développés représentent un pourcentage relativement élevé du nombre total des étudiants licenciés en sciences économiques (environ un tiers), alors que le nombre d'économistes de ces pays obtenant leur doctorat en Grande-Bretagne est faible -- 20 à 25 par an vers la moitié des années soixante dix.

In less developed countries (LDCs), economics is widely regarded as an important field and trained economists are high on everybody's list of key professionals. Economists everywhere would share this view, and even some non-economists might find it reasonable. Within governments, after all, economic analysis is, or should be, a critical input to policy making and programming. In universities, courses in economics are central to the social science curriculum and are particularly basic to teaching in management and administrative sciences.

Well-trained professional economists are generally thought to be in short supply in most of the less developed world. Manpower surveys invariably mention economists and people in economics-related fields as being scarce, and casual observation bears this out: there exists a continuing demand for expatriate economists in government agencies and university faculties in many parts of the Third World.

In many LDCs, advanced training in economics is obtained abroad. This immediately raises a variety of interesting issues -- for example, those relating to the kind of economics training appropriate for those who will work in the special environments of the LDCs. It also raises questions about the process itself -- questions of a straightforward factual kind, such as how many graduate students in economics are coming along, how long their training takes, how they perform, and more fundamental questions about how well the process of foreign training works.

It is to the latter set of questions that this paper is addressed. The impetus for the study on which it is based is derived from two pre-occupations. The first is the slow pace at which indigenous professional economists seem to be emerging in some Third World countries. The second is a body of experience in some American universities, where failure rates of Ph.D. candidates in economics from LDCs have been high, often with disastrous consequences. Students from LDCs frequently enter Ph.D. programs with less background in mathematics and theory than their fellow students from more developed countries. They may also come with language disadvantages. They spend two or three years -- sometimes more -- concentrating on math and theory. Then a relatively high proportion fail the screening examination which would allow them to go on to dissertation writing and the completion of their degree. The students leave not only without a degree,

but without much economics. Their self-image, perhaps even their job prospects, have been diminished. Much money, time and effort have been wasted.

In universities where this scenario unfolds, faculties of economics tend to grow reluctant to accept high-risk candidates from LDCs. Access to advanced degrees in economics becomes more restricted for LDC students.

It was to determine whether a similar pattern could be observed in British universities that we initially undertook this study. For a variety of reasons we couldn't do the study as planned, and were therefore unable to conclude whether and to what degree there were similarities in British and American experience in these matters. In the course of the effort, however, we did manage to uncover a certain amount of basic information on economics training for LDC graduate students in the United Kingdom, and on some related questions. The paragraphs below have the quite modest goal of setting out this information, which is not readily available elsewhere; indeed no comparable data exists for the U.S.

The paper has three parts: the first is a brief analysis of the size and composition of economics faculties in LDCs, mainly in British commonwealth universities. The basic data are drawn mainly from the Commonwealth Universities Yearbook. The purpose is to get some insight into the question of how far indigenization of faculty has proceeded in economics, and also to discover what the sources of training have been for these university economists.

The second part of the paper summarizes aggregate data on LDC graduate students in economics enrolled in U.K. universities, between 1971 and 1975. These data are drawn from the Universities Statistical Record, the central record-keeping organization for higher education institutions in the U.K. The U.S.R. has extensive data on enrollments in U.K. universities and on student characteristics, making it possible to determine numbers of students in different disciplines by country of origin, as well as such information as degrees awarded, length of stay at the university, financial aid sources, and first destination after leaving the university.

The third part of the paper presents data available from individual institutions, in particular the London School of Economics, a major producer of economists. For LSE we were able to find enrollment and pass/fail data from 1952/53 to 1975, and applications and acceptances for the period 1972-75.

Also, graduate study at LSE has been the subject of a 1966 study, which provides interesting supplementary data on overseas students.¹ Some pass/fail data also were provided by Oxford University.

I. Levels and Sources of Training of University Economists in Commonwealth Universities

Universities in LDCs are major users of professionally-trained economists. Some insight into the numbers and "quality" of indigenous economists can be obtained by analyzing the origins and credentials of the Economics faculty. Since these data are available for commonwealth universities for various years, it is also possible to say something about trends in training. The source of these data is the Commonwealth Universities Yearbook.² We examined the faculty lists (economics) for all universities in commonwealth LDCs which were included in the Yearbook for 1964 and 1974. India was the only exception because of its large number of degree-granting institutions (sixty-nine Indian universities awarded degrees in economics at the B.A. level or above in 1974). Six sample Indian universities were drawn for this analysis.

Tables I-IV summarize this information. Table V shows data on Francophone West African universities taken from another source. The main points emerging from these tables are as follows:

1. "Localization" or "indigenization" of commonwealth university faculties was not far advanced in 1964, except in South Asia. By 1974, only in East and Central Africa was there a substantial expatriate presence. Table V, which gives economics faculty staffing in the mid-1970s in four French-speaking universities, shows a continuing strong reliance on expatriate faculty in those universities.

2. The 1964 and 1974 figures for commonwealth universities refer to different sets of universities, so caution is needed in generalizing about changes over time. Nevertheless, it does seem

¹Howard Glennerster, Graduate School, A Study of Graduate Work at the London School of Economics, Oliver and Boyd, Edinburgh and London, 1966, 200 pp.

²Commonwealth Universities Yearbook, 1964, 1974. Institute for Commonwealth Studies, London.

that the very considerable expansion in size and number of economics faculties was achieved without any decline in "quality," to the extent that "quality" is measured by proportion of faculty with the Ph.D. degree.

3. The data in Tables III and IV confirm that advanced training--to the Ph.D. level--is mainly done in non-LDC universities. This is most clearly true for the newer universities in Africa. But even in non-African commonwealth universities only 43 percent of junior faculty obtained their Ph.D.'s at home, and excluding India, only 7 percent did so. Except in Africa, most M.A. level training, however, is locally-provided.

4. Of the 455 economic faculty members in the sample of universities in 1974, a little less than one-third had Ph.D.'s. Of these 141 people, 30 percent were trained in the U.S., 21 percent in the U.K., 33 percent in local universities, 16 percent elsewhere. The predominance of American economics training is stronger among younger economists; as Table III shows, 40 percent of the junior faculty with Ph.D.'s were trained in the U.S., as against 11 percent in the U.K. Senior faculty members are more likely to have received British degrees: 21 percent of senior faculty with Ph.D.'s received their degrees in the U.K. as against 19 percent in the U.S.

TABLE I

Number of Local and Expatriate Economics Faculty at Universities in
Selected Commonwealth Countries, Ranked by Extent of Indigenization

1 9 6 4						
Country	No. of Universities Examined	Total No. of Econ. Faculty Members	Local	Expatriate	Unclear	% Local
Bangladesh	2	25	25	0	0	100%
India	5	53	53	0	0	100%
Singapore	2	12	8	3	1	67%
Nigeria	2	15	8	7	0	53%
Uganda	1	6	3	3	0	50%
Hong Kong	1	8	3	5	0	38%
Kenya	1	6	2	4	0	33%
Sierra Leone	1	5	1	4	0	20%
Ghana	2	18	3	15	0	17%
TOTAL	17	148	106	41	1	72%

1 9 7 4						
Bangladesh	4	76	76	0	0	100%
Sierra Leone	1	5	5	0	0	100%
India	6	84	82	1	1	98%
Singapore	2	30	29	1	0	97%
Hong Kong	3	23	21	2	0	91%
Nigeria	3	47	41	5	1	87%
Ghana	2	26	18	2	6	69%
Malawi	1	6	4	2	0	67%
Uganda	1	5	3	2	0	60%
Tanzania	1	12	7	4	1	58%
Guyana	1	6	3	0	3	50%
Kenya	1	22	9	13	0	41%
Zambia	1	8	3	4	1	38%
TOTAL	27	350	301	36	13	89%

SOURCE: Commonwealth Universities Yearbook, 1964, 1974. The 27 universities for 1974 include the 17 examined in 1964, plus 10 established after 1964.

TABLE II

Origin of Advanced Degrees of Economics Faculty Members in
Selected British Commonwealth Countries^{1,2}

	1964	1974
I. <u>Number of Universities Examined</u>	17	28
II. <u>Black African Universities Examined</u>	7	11
Senior Faculty	9	35
Number of Ph.D.'s ³	5	24
Proportion locally obtained	0%	3%
Number of M.A.'s ⁵	5	23
Proportion locally obtained	0%	4%
Junior Faculty	41	96
Number of Ph.D.'s	11	27 (1) ⁴
Proportion locally obtained	0%	4%
Number of M.A.'s	22	73 (1)
Proportion locally obtained	9%	7%
III. <u>Other LDC Universities Examined</u>	10	17
Senior Faculty	43	71
Number of Ph.D.'s	32	60
Proportion locally obtained	47%	53%
Number of M.A.'s	42	63
Proportion locally obtained	67%	71%
Junior Faculty	55	148
Number of Ph.D.'s	10	30
Proportion locally obtained	70%	43%
Number of M.A.'s	49	155
Proportion locally obtained	80%	81%
IV. <u>Advanced Degrees by Origin</u>		
Total Ph.D.'s	58	141
Locally obtained (proportion of total)	22 (38%)	47 (33%)
US	14 (24%)	42 (30%)
UK	13 (22%)	30 (21%)
Other ⁶	9 (16%)	22 (16%)
Total M.A.'s	118	314
Locally obtained (proportion of total)	69 (58%)	177 (56%)
US	21 (18%)	55 (18%)
UK	22 (19%)	53 (17%)
Other	6 (5%)	29 (9%)
Total Advanced Degrees	176	455
Locally obtained (proportion of total)	91 (52%)	224 (49%)
US	35 (20%)	97 (21%)
UK	35 (20%)	83 (18%)
Other	15 (9%)	51 (11%)

¹ Faculty in institute, etc. (Table A)

² (Table A) #2

³ Locally implies at an LDC university

⁴ Unclear cases

⁵ Number of M.A.'s and Ph.D.'s not equal to total degrees, some faculty members having more than one M.A.

⁶ (Table A) #6

TABLE III

Origin of Degrees of Economics Faculty Members at Selected LDC Universities
Within the British Commonwealth, by Faculty Rank^{1,2}

	1964	1974
<u>Number of Universities Examined</u>	17	28
<u>Total Faculty in Economics</u>	148	350
Indigenous ³	106	301
Expatriate ³	41 (1) ⁴	36 (13)
<u>Senior Faculty Members Total⁵</u>	52	106
Number with Ph.D.'s	37	84
Proportion of total senior faculty	71%	79%
Where obtained (X)		
US	17	19
UK	23	21
Other ⁶	0	7
LDC ⁷	60	53
(LDC less India) ⁸	(33)	(23)
<u>Junior Faculty Members Total^{9,10}</u>	96	244
Number with Ph.D.'s	21	57 (1) ⁴
Proportion of total junior faculty	22%	23%
Where Ph.D. obtained (X)		
US	14	40
UK	29	11
Other	24	25
LDC	33	24
(LDC less India)	(7)	(7)
Number with M.A.'s	71	288 (1) ⁴
Where M.A. obtained (X)		
US	18	17
UK	15	15
Other	8	10
LDC	59	58
(LDC less India)	(39)	(46)

¹ Faculty Institutes of Statistics and Social and Economic Research in Ghana and Nigeria are excluded.

² All the universities in each of the LDC Commonwealth countries listed in the Commonwealth Universities Yearbook, 1964, 1974, were included except for India, where the large number (in 1974, some 69 universities gave economics degrees) forced us to select a small sample. Six universities were picked in India, the choice guided by a desire to have some old universities and some relatively new ones. The leading universities, like Delhi, were included.

³ "Local" and "expatriate" were determined by surnames.

⁴ Unclear cases are enclosed in parentheses. When percentages were computed, the unclear cases were ignored.

⁵ Senior faculty include Professors, Associate Professors, Readers, Senior Lecturers, Visiting Professors.

⁶ Other = European and/or other non-LDC countries except the U.S. and U.K.

⁷ LDC = degrees obtained at an LDC university; either the teacher's own university, another university in his country, or a university in another LDC.

⁸ Indian figures skewed the distribution, and it seemed useful to look at percentages excluding Indian figures (as well as including).

⁹ M.A. and Ph.D. numbers exceed total faculty because some faculty had more than one M.A. degree.

¹⁰ Junior faculty include Assistant Professors, Lecturers, Tutorial Fellows, Visiting Lecturers, Instructors. Five staff development fellows (B.A.'s) from Zambia were ignored.

TABLE IV

Staffing of Francophone African Economics Faculties, 1972-1974

	Rank ¹							
	A		B		C		D	
	Local	Exp.	Local	Exp.	Local	Exp.	Local	Exp.
Dakar 73/74	-	3	1	-	-	2	2	1
Abidjan 74	1	-	-	1	-	4	6	-
Kinshasa 72-73	5	9	4	1	7	2	35	4
Cameroon 73-74	2	-	-	1	2	2	2	4
TOTAL	8	17	10	4	16	20	51	11

¹Rank: A - Maitre de Conference (Professor)
 B - Chargé de Cour (Associate Professor)
 C - Maitre Assistant (Assistant Professor)
 D - Assistant (Lecturer)

SOURCE: Campbell, R. and H. Elliot, The Development of Planners in East and West Africa, a report to the Ford Foundation, 1975, Table 3, p. 18; Table p. 100; Table 7, p. 111.

NOTE: Part-time faculty and visiting instructors ("missionaires") have not been included, though they are important in teaching short term (3-6 week) courses.

II. Enrollments in Graduate Economics Programs in U.K. Universities -- A Statistical Profile

The data drawn from the University Statistical Record, covering all U.K. universities, are presented in Tables V to X.

Table V shows that entering classes of graduate programs in economics in the 37 U.K. universities covered numbered about 1,100 students in the 1972-1974 period. As is true of all the USSR-provided data, this excludes those enrolled in courses of less than nine months duration ("sandwich" courses -- special training courses such as those given at the Institute of Development Studies in Sussex, or the short project analysis courses at Bradford and elsewhere). Included, however, are enrolled students aiming at research degrees, and those aiming at no degrees at all, if they are enrolled for a program of more than nine months.

The first and most striking fact revealed in Table V is the high proportion of foreign ("overseas") students to total students in economics. Less than half the entering economics graduate class is made up of U.K. citizens. This high degree of openness is not new, nor is it restricted to economics alone. It reflects Britain's general and continuing commitment to provide abundant opportunities for overseas students. The Robbins Commission survey of graduate students in 1961-1962 found that 50 percent of all full-time social studies post-graduates in Great Britain were from overseas.

What is also striking, however, is the extent to which overseas economics students come from other developed regions. North America, Australia, New Zealand, and Europe provide about 14 percent of the total, and the Mediterranean countries (Greece, Turkey, Cyprus) -- which are counted as "less developed" in Table V -- provide another 11 percent. Only about a quarter of the 1974 enrollees came from the other LDCs. Black Africa, where most university systems are still heavily dependent on foreign staff, and where foreign economists are still highly visible in government agencies, had only some 75 first-year students enrolled in 1974, and Africans generally made up fewer than 7 percent of total enrollment.

A look at post-graduate "leavers" -- those who terminate their student status (Table VI) -- confirms the impression, derived from the enrollment data, of the relatively small production of LDC economists from U.K. universities.

TABLE V

First Year Students Enrolled in Graduate Economics Programs,
By Regional Origins, All U.K. Universities, 1972-1974

		1972		1973		1974	
		First Year Student Enrollment	% of Total	First Year Student Enrollment	% of Total	First Year Student Enrollment	% of Total
More Developed Countries	United Kingdom	546	50	511	44	495	44
	Canada, New Zealand, Australia, USA, Europe	165	15	163	14	160	14
	Greece, Turkey Cyprus	87	8	113	10	121	11
Less Developed Countries	North Africa	2	0	3	0	5	0
	Anglophone Africa	48	5	56	5	67	6
	Rhod/SA	7	1	8	1	4	0
	Francophone Africa	0	0	0	0	3	0
	Other Africa	0	0	2	0	4	0
	Asia	113	10	119	10	105	9
	Middle East	66	6	96	8	93	8
	Latin America	42	4	71	6	57	5
	Other	16	2	21	2	16	1
TOTAL		1,085	100 ²	1,155	100 ²	1,126	100 ²

SOURCE: Universities Statistical Record (USR)

¹ As of December 31 of each year.

² Errors due to rounding.

TABLE VI

Number of Graduate Leavers in Economics, by Regional Origin, 1973 and 1974

Region	1 9 7 3					1 9 7 4				
	No Award	Masters	Ph.D.	Other	Total	No Award	Masters	Ph.D.	Other*	Total
United Kingdom	102	195	27	36	360 (48%)	124	195	45	28	392 (44%)
Canada, etc.	52	41	14	19	126 (17%)	58	52	12	19	141 (16%)
Greece, etc.	20	22	2	11	55 (7%)	22	42	7	16	87 (10%)
Latin America	12	9	2	7	30 (4%)	22	12	2	7	43 (5%)
Asia	29	27	9	12	77 (10%)	31	36	9	18	94 (11%)
Middle East	11	22	2	6	41 (6%)	16	25	4	19	64 (7%)
Africa	13	22	6	4	45 (6%)	10	21	10	8	49 (6%)
North Africa	1	-	1	-	2 (0%)	-	-	-	1	1 (0%)
Francophone Africa	-	-	-	-	-	-	-	-	-	-
Anglophone Africa	12	22	5	4	43 (6%)	9	21	10	6	53 (6%)
(Rhod/SA)	(4)	(3)	(1)	(1)	(9)	(1)	(7)	-	(1)	(9)
Other Africa	-	-	-	-	-	1	-	-	1	2 (0%)
Other	8	6	1	1	16 (2%)	3	4	1	1	9 (1%)
TOTAL	247	344	63	96	750 (100%)	286	394	90	116	886 (100%)

SOURCE: USR

* Except higher doctorates

LDC economists leaving in 1974 represented 30 percent of all leavers.¹ And in absolute terms, only 111 M.A.s and Ph.D.'s were awarded to LDC leavers in that year. Of these, over 25 were Ph.D.'s; in 1973, 20 Ph.D.'s in economics were awarded. Only 16 Ph.D.'s went to African economics students during these two years, and 43 M.A.'s.

Table VII shows the kinds of degrees being pursued by economics graduate students in the U.K., not only by level (M.A. or Ph.D.) but whether it is a "taught" or "research" degree. In pre-World War II Great Britain, students tended to do course work only at the undergraduate level; frequently for the M.A. and virtually always for the Ph.D., there were no formal course requirements, as at U.S. graduate schools. As the technical content of economics became heavier, and as the career objectives of economics students became more diverse, this presented certain inconveniences. Graduate students from LDCs, particularly, often needed more basic and structured training designed to prepare them better for the increasingly technical kinds of work they might be called on to do at home. Taught graduate degrees were thus introduced at Oxford in 1946 (B. Phil.) and their general adoption was recommended by the Robbins Committee in its 1963 report. By 1972, the proportion of students enrolled in taught programs to total graduate enrollment was 67 percent, rising to 69 percent in 1973 and to 71 percent in 1974 (Table VII). As a corollary to the increase in taught degrees, the proportion of students enrolling for the Ph.D. degree, which is essentially a research degree, fell significantly in that same time period.

In comparing the kinds of degrees sought by students from LDCs and MDCs (More Developed Countries), Table VIII reveals a somewhat higher proportion of MDC students enrolling for Master's and Ph.D. degrees, and substantially more LDC students enrolling for "other" degrees, which include (in addition to those mentioned in the footnote to Table VII) diplomas in Economic Development, Social Studies and other special programs. The proportion of MDC and LDC students working for "no award"--the research fee or independent study students--in this three-year period does not reveal any clear pattern or trend.

¹This excludes students from Greece, Turkey and Cyprus, who elsewhere in this paper are included in the LDC category.

TABLE VII

Degrees Sought by First Year Graduate Students in Economics, 1972-1974,
All U.K. Universities

Year	Type of Degree										Total Students
	Masters		Ph.D.		Others [*]		No Award		Total		
	Taught	Research	Taught	Research	Taught	Research	Taught	Research	Taught	Research	
1972	531	186	1	106	173	43	17	28	722	363	1,085
1973	575	192	1	96	196	64	20	11	792	363	1,155
1974	556	172	1	73	191	54	54	25	802	324	1,126

^{*} Others: This category includes graduate bachelor's degrees, B. Phil, B. Lit, etc.; higher doctorates, D.Sc ; other awards of higher degree standard; undecided students; professional teaching qualification.

TABLE VIII

Degrees Sought by First-Year Graduate Students in Economics, by Origin,
1972-74, all U.K. Universities

Origin of Students		Type of Degree Sought				Total Students
		Masters	Ph.D.	Others ²	None	
1972	MDC ¹	510	78	100	23	711
	LDC	207	29	116	22	374
1973	MDC	484	70	109	11	674
	LDC	283	27	151	20	481
1974	MDC	441	50	107	57	655
	LDC	287	24	138	22	471

¹U.K. students included

²See footnote Table II-3

Sources and extent of financing of Economics graduate students are shown in Tables IX and X.

Well over half the students in the U.K. relied on outside help to finance the main portion of their education in the years 1972-1974. The Black African students were the group most dependent on outside financing: in 1974, over 87 percent had outside help compared with 44 percent of students from the Middle East.

The main source of support was in the overseas countries themselves--universities, government, industry, etc. But British aid ran an important second. Given the fact that in this period fees charged at U.K. universities were relatively low, the extent of British support of overseas students is impressive.¹ Clearly, shifts in the fortunes of overseas countries, for example in the Middle East, will affect the numbers of students coming to study in the U.K. and elsewhere.

Another set of data that has obvious policy implications and interest from the "brain drain" point of view is the destination of students once a degree is obtained. Table XI shows that slightly over half of overseas economics post-graduates in the three-year period 1971-1974 are known to have returned home. There are ambiguities in these data which make them too fragile for analysis -- notably the large number whose destination is unknown, and the possibility -- even likelihood -- of return home after an initial period of employment in the U.K.

¹It was only in 1967 that Britain began charging higher fees for overseas students than for home students. In the 1976-1977 academic year, overseas student paid the equivalent of US \$740 a year for post-graduate instruction, compared with \$324 for British nationals. The British Department of Education and Science recently recommended a fee of \$1,335 for postgraduate education in 1977-1978. This has been labelled "a blow against internationalism" by the Council for Overseas Students. Wall Street Journal, August 9, 1976, p. 4.

TABLE IX

Financing of Graduate Students in Economics in the U. K.
for the Years 1972-1974¹

	Total Students	Receiving Financial Aid		Total Students	Receiving Financial Aid		Total Students	Receiving Financial Aid	
		#	%		#	%		#	%
U.K.	546	368	67	511	290	57	495	282	57
Overseas	539	308	57	644	303	47	631	350	56
(of which) LDC	374	234	63	481	247	51	471	265	56
(of which) Black Africa	41	39	95	50	41	82	70	61	87
Asia	113	74	66	119	69	58	105	70	67
Middle East	66	36	55	96	41	43	93	41	44

TABLE X

Sources of Financial Support for Economics Graduate Students
in the U. K. (1972, 1974)¹

Source of Finance	Number of Overseas Students				Number of LDC Students				Number of Black African Students			
	1972	%	1974	%	1972	%	1974	%	1972	%	1974	%
British	113	37	115	33	88	38	85	32	10	26	12	20
Overseas (local)	133	43	183	52	99	42	140	53	15	39	34	56
International Agency	12	4	20	6	11	5	15	6	6	15	8	13
Other	50	16	32	9	36	15	25	9	8	21	7	12
Total Receiving Financing	308	100	350	100	234	100	265	100	39	100	61	100

¹All known students financed other than by personal savings, family or personal loan.

SOURCE: USR

TABLE XI

First Destination of Overseas Graduates in Economics, 1972-1974

	Total Graduates	Returned Home	%	Study	Temporary Employment	Permanent Employment	Stayed in U.K. ¹ or Unknown
1971-1972	214	109	50.9	3	2	9	91
1972-1973	198	107	54.0	3	1	6	81
1973-1974	265	148	55.8	5	2	14	96

¹Stayed in U.K. for education, training, a job or are unemployed.

SOURCE: Universities Statistical Record (USR).

III. Data from Individual Universities

As is evident from the previous section, the Universities Statistical Record now has on file in its computer a very substantial body of information on higher education in the United Kingdom -- enrollments, degrees awarded, financial aid, length of university stay, and first destination after leaving the university. It has these and other data by individual university, by country of origin of students, and by discipline. But centralized and standardized record-keeping dates only from 1971. For earlier information, and for other types of data, individual university sources must be drawn on. In this final section of the paper we turn to these disaggregated data, in part to further illuminate issues raised in the country-wide data, in part to explore different questions.

Tables XII and XIII -- based on USSR data -- show the distribution of LDC (and African) students among U.K. universities, and the relative importance of LDC graduate students in total enrollments in economics at each of the 37 universities. While the 471 LDC students in 1974 were widely distributed -- only five universities had no LDC representation-- well over half were studying in six universities: London (102), E. Anglia (42), Manchester (39), Bangor (20), Leeds (28), and Oxford (23). Students from LDCs form a big proportion of most graduate programs in economics; in 1973 and 1974 they were the majority in about half the universities.

Table XIII shows where African economics students are being trained. Almost two-thirds of the 74 students from that region (1974) were in four universities: Manchester (11), Bangor (10), London (10), and Strathclyde (9).

Many people have a vision, encouraged by memories of Harold Laski and the speeches of Patrick Moynihan, of the London School of Economics as spawner of socialist Third World economists, the implication being that LSE has been a major training ground for LDC economists. Table XII shows that indeed more than 20 percent of all LDC graduate students in economics in the U.K. were enrolled at LSE in 1974. But enrollment trends, as drawn from the Registrar's records at LSE, suggest a decline in numbers over the decade of the 1960's (Table XIV), and it is quite clear that the proportion of the LDC to total economics students has been declining recently. In the 1950s, 60-80 percent of LSE's economics graduate students were from poor countries. This dropped to under 50 percent by the late 1960's. According to the USSR data (Table XII), it had fallen to 25 percent by 1974.

TABLE XII

Distribution of First Year Economics Graduate Students,
By University, 1972-74*

University	1974		1973		1972	
	No. of LDC Students	LDC Students as % of Total in Economics	No. of LDC Students	LDC Students as % of Total in Economics	No. of LDC Students	LDC Students as % of Total in Economics
1. UWIST	1	100	2	67	2	40
2. Stirling	9	82	4	27	4	17
3. Swansea	11	79	7	58	1	20
4. Surrey	17	74	15	75	9	53
5. Bangor	20	71	20	87	10	56
6. East Anglia	42	68	46	72	23	66
7. Birmingham	14	67	20	57	5	31
8. Glasgow	19	66	11	55	21	70
9. Edinburgh	7	64	2	15	3	21
10. Aberstywyth	5	63	4	57	2	33
11. Essex	23	61	16	57	9	39
12. Keele	4	57	3	50	1	50
13. York	12	55	4	19	8	30
14. Lancaster	7	54	16	64	18	37
15. Exeter	15	54	2	17	4	22
16. Bristol	8	53	6	46	8	42
17. Stathclyde	15	52	16	59	12	60

TABLE XII (cont'd)

University	1974		1973		1972	
	No. of LDC Students	LDC Students as % of Total in Economics	No. of LDC Students	LDC Students as % of Total in Economics	No. of LDC Students	LDC Students as % of Total in Economics
18. Manchester	39	48	38	55	36	43
19. Leeds	28	46	29	48	22	45
20. Sussex	11	39	17	55	7	33
21. Oxford	23	36	33	47	24	35
22. Bradford	1	33	1	33	2	33
23. Reading	1	33	2	67	0	0
24. Kent	5	31	9	50	7	30
25. Cambridge	11	31	17	38	16	36
26. Southampton	6	30	15	44	11	26
27. London (total)	102	29	100	28	86	32
Queen Mary	21	62	11	28	11	32
University Coll	11	44	2	13	9	56
Oriental & African						
Studies	9	43	8	47	7	44
LSE	53	25	57	25	60	30
Birkbeck	8	11	5	8	1	20
28. Leicester	6	29	5	33	1	5
29. Nottingham	2	29	0	0	0	0
30. Hull	3	21	6	46	3	18
31. Warwick	3	20	2	14	3	16
32. Cardiff	1	14	2	22	3	25
33. Brunel	0	0	6	19	7	22
34. Durham	0	0	1	33	2	40

TABLE XII (cont'd)

University	1974		1973		1972	
	No. of LDC Students	LDC Students as % of Total in Economics	No. of LDC Students	LDC Students as % of Total in Economics	No. of LDC Students	LDC Students as % of Total in Economics
35. Liverpool	0	0	1	20	1	11
36. Sheffield	0	0	1	8	1	6
37. St. Andrews	0	0	2	50	2	67
TOTAL:	471		481		374	

SOURCE: USR

*Universities are listed in descending order according to proportion of LDC students to total students (Economics) in 1974.

TABLE XIII

Distribution of First Year Economics Graduate Students from Africa
By University, 1972-1974

University	1974		1973		1972	
	No. of LDC Students	LDC Students as % of Total in Economics	No. of LDC Students	LDC Students as % of Total in Economics	No. of LDC Students	LDC Students as % of Total in Economics
1. Bangor	10	36	11	48	3	17
2. Strathclyde	9	31	6	22	7	35
3. Surrey	4	17	0	0	1	6
4. Birmingham	3	14	1	3	1	6
5. Keele	1	14	0	0	1	50
6. Manchester	11	14	3	4	4	5
7. Glasgow	3	10	4	20	0	0
8. Leeds	6	10	4	6	3	6
9. Edinburgh	1	9	0	0	0	0
10. East Anglia	5	8	2	3	1	3
11. Lancaster	1	8	1	4	2	4
12. Hull	1	7	1	8	0	0
13. Bristol	1	7	0	0	1	5
14. Oxford	3	5	3	4	4	6
15. York	1	5	0	0	0	0
16. Exeter	1	4	1	8	2	11
17. Sussex	1	4	2	6	2	10
18. London (total)	10	3	8	2	10	3
Oriental & African Studies	2	10	1	6	0	0
Queen Mary	2	6	0	0	1	3
LSE	6	3	6	3	8	4
Birkbeck	0	0	1	1	0	0
University Coll	0	0	0	0	1	6

TABLE XIII (cont'd)

University	1974		1973		1972	
	No. of LDC Students	LDC Students as % of Total in Economics	No. of LDC Students	LDC Students as % of Total in Economics	No. of LDC Students	LDC Students as % of Total in Economics
19. Cambridge	1	3	2	4	1	2
20. Essex	1	3	2	7	1	4
21. Aberystwyth	0	0	0	0	0	0
22. Bradford	0	0	0	0	0	0
23. Brunel	0	0	0	0	1	3
24. Cardiff	0	0	0	0	1	8
25. Durham	0	0	0	0	0	0
26. Kent	0	0	0	0	1	4
27. Leicester	0	0	0	0	0	0
28. Liverpool	0	0	0	0	0	0
29. Nottingham	0	0	0	0	0	0
30. Reading	0	0	0	0	0	0
31. Sheffield	0	0	0	0	0	0
32. Southampton	0	0	3	9	0	0
33. St. Andrews	0	0	0	0	1	33
34. Stirling	0	0	1	7	0	0
35. Swansea	0	0	1	8	0	0
36. UWIST	0	0	1	33	0	0
37. Warwick	0	0	1	7	0	0
TOTAL:	74		58		48	

SOURCE: USR

*Excludes north Africa and south Africa. Universities are listed in order of the relative importance of African students in their graduate program in Economics.

TABLE XIV

Non-U.K. Graduate Students in Economics at the London School of Economics,
By Degree Sought and Origin, Selected Years 1952-1968¹

Origin	1952/3					1957/8					1962/3					1967/8				
	Total	MA		PhD		Total	MA		PhD		Total	MA		PhD		Total	MA		PhD	
		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%
MDCs	28	12	43	16	57	19	13	68	6	32	48	29	60	19	40	82	58	71	24	29
LDCs	<u>32</u>	<u>25</u>	<u>78</u>	<u>7</u>	<u>22</u>	<u>61</u>	<u>39</u>	<u>64</u>	<u>22</u>	<u>36</u>	<u>83</u>	<u>48</u>	<u>58</u>	<u>35</u>	<u>42</u>	<u>67</u>	<u>49</u>	<u>73</u>	<u>18</u>	<u>27</u>
Total	60	37	62	23	38	80	52	65	28	35	131	77	59	54	41	149	107	72	42	28

¹The data in this table came from a different source than the previous tables, and are not strictly comparable. They were compiled from student card file records at the Registrar's Office, LSE. They refer to total enrollments, not first year enrollments as is the case with the USSR data.

LSE's role in training African economists has always been modest. As Table XV indicates, there were no black Africans there at all in 1952-53, and only three were enrolled five years later. By 1967-68 there were 94 Ghanaians, 4 Nigerians, and 1 Tanzanian.

Table XVI shows some comparable data for Oxford University which also suggests a declining trend in LDC enrollments over the past decade. Like the LSE data, these show a relatively small African contingent: only three economics post-graduates in 1974. They also show the pre-dominance of Asian students in the LDC group.

How well do LDC degree candidates in economics perform in absolute terms and by comparison with fellow-students from the more advanced countries? It will be recalled that the initial impetus to this study derived in part from the apparently higher failure rate of LDC degree-seekers in some U.S. economics faculties.

Assessment of this question is uncommonly difficult because of such factors as the use of consolation degrees and uncertainties regarding equivalency of degrees and diplomas in terms of quality and content. Also, the USSR keeps no specific information on this question. It lists "no award" leavers, but these can be "failed" students, in the sense that they did not succeed in winning a degree, or they can be research students or independents who never intended to get a degree.

At LSE, which is one of two universities for which we have pass/fail data, LDC students compare favorably with MDC students in terms of proportion who pass, particularly for the years 1957-1958 and 1962-1963 (Table XVII). No clear patterns of relative success appear for the MDC and LDC groups over this 15-year period. Data on leavers from LSE in 1973 and 1974 are even less clear, because, as mentioned above, the "no award" category includes failed students and also students who never intended to get a degree. For this reason, the data on leavers are not shown here. For what it is worth, they indicate no noticeable differences between the two groups.

Glennerster noted a few years ago that Asian and African students (all such students -- not just those in economics) not only kept up with MDC students at LSE but performed better in terms of degree performance between 1954 and 1960.¹ His findings are reproduced in Table XVIII.

¹Glennerster, H., Op. Cit., p. 43.

TABLE XV

Black African Graduate Students in Economics Enrolled at LSE,
By Country of Origin, Selected Years 1952-1967

	1952	1957	1962	1967
Ghana	0	0	1	4
Nigeria	0	2	1	4
Kenya	0	1	1	0
Tanzania	0	0	0	1
Sudan	0	0	2	0

TABLE XVI

LDC Graduate Students in Economics Enrolled at Oxford,
By Region of Origin, 1967-68 and 1974-75

Region of Origin	1967-68	1974-75
Greece, Turkey, Cyprus	6	2
Africa	7	3
Asia	23	13
Middle East	6	2
Latin America	8	1
Other	2	2

SOURCES: 1967-68: Registrar, Oxford University; 1974: USR.
In 1974-75 total economics enrollment was 64; with U.K. students numbering 21 and those from other MDCs numbering 20.

TABLE XVII

Failure Rates for Non-U.K. Graduate Students in Economics, LSE,
Selected Years 1952-1968

Year	Origin	Passed		Failed		% Failed
		M.A.	PhD	M.A.	PhD	
1952-53	MDC	9	13	3	3	21
	LDC	15	6	10	1	34
1957-58	MDC	9	4	4	2	32
	LDC	27	20	12	2	23
1962-63	MDC	15	16	14	3	35
	LDC	36	30	12	5	20
1967-68	MDC	47	16	11	8	23
	LDC	34	14	15	4	28

Glennerster suggests that the relative success of overseas students found in his study is due, among other things, to the family pressures to succeed, pressures which are exercised very strongly, and to the need for a degree as a job-getting instrument. These pressures are reflected in Glennerster's finding that overseas students studied more than U.K. students.¹

The Oxford data (Table XIX) are more complete in terms of pass/fail information. One piece of information of interest here is the fact that of 87 students, 3 took lesser degrees than intended at entrance, and 11 took higher degrees than originally intended.

Thus, the available data do not unambiguously indicate a performance problem for LDC graduate students in economics in the U.K., at least as this is measured by relative failure rates. It should be noted, however, that LDC student failure rates at the M.A. level, which is a taught degree for the most part, are higher than MDC rates in most years. And discussions with faculty members in a number of universities suggest that the problem is not altogether absent. Some of those interviewed indicated that the LDC students in economics did indeed have special difficulties due mainly to the anticipated handicaps of inadequate language facility and mathematical preparation.

¹ Glennerster, H., Op. Cit., p. 43.

TABLE XVIII

Degree Performance of Overseas Postgraduate Students at LSE,
By Regions 1954-55, 1957-58, 1960-61 Entrants

Origin	Results on Ending Higher-degree Registration					
					Percentages	
	Obtained PhD	Obtained Master's	No Degree	Still Registered	All Entrants	No.= 100%
Developed Countries	19	24	51	6	100	157
Less Developed Countries	33	30	31	6	100	145
All Overseas	27	27	40	6	100	302

SOURCE: Howard Glennerster, Graduate School: A Study of Graduate Work at the London School of Economics, p. 43.

TABLE XIX

Oxford University: Pass/Fail Data Postgraduate Students of Economics
1967-1968 by Regions

Region	Number of Students	Passed ¹	Failed ²	Other ³	% Passed
MDCs	35	24	10	1	69
LDCs	52	37	14	1	71
Total	87	61	24	2	70

SOURCE: University Registry, Oxford University.

¹Degree obtained: Degrees include B. Litt., B. Phil., D. Phil., Diplomas in Economic Development, Diplomas in Agricultural Economics, Diplomas in Social Studies.

²Includes, "Withdrawn," "Failed Examination," and "Lapsed" (period of time allotted has run out).

³Neither failed nor passed; situation undetermined.

It is not possible to know, on the basis of presently available information, whether the anticipated faculty reaction to performance deficiencies -- higher rejection rates for applicants from LDCs -- has in fact occurred. Data on this question could be gathered only for LSE, and is presented in Table XX. Rejection rates are indeed higher for LDC applicants than for those applying from MDCs -- 80 percent during the period 1972-1975 for LDC applicants, 55-65 percent for MDC applicants. No clear trends are evident, however.

Professional training in economics is a particularly critical form of technology transfer. It is perhaps not the same as in medicine, where the content of the doctors' training strongly shapes the health care system; economists like to think that "sound" economic analysis has universal utility and is essential in all economic systems. But relatively little remains known about these matters, about how the process of economics training works in the universities of the more developed countries, or even about how many trained economists from LDCs have been and are being produced.

This paper is no more than a prologue to the serious study of these questions. We have done no more than set out the basic information about the number of Third World students being trained in the universities of one of the major economist-producing countries. The main points emerging from the data have been summarized in the paper. Two points are worth special emphasis.

First, economics faculties in U.K. universities seem decidedly more cosmopolitan, more export-oriented than are U.S. economics faculties. There are no firm U.S. data available comparable to those outlined for the U.K., but casual observation of a number of U.S. Economics Departments and a count of the Ph.D.'s awarded each year (as given in the American Economic Review) suggests that foreign graduate students are appreciably less than the 50-55 percent found in the U.K., and that LDC students are much less than one-third of the total.

Even more casual observation of the French university scene suggests a similar conclusion: that LDC economics degree candidates are a smaller proportion of the total than is the case in the U.K. There is a structural difference in France, however. In the French system there are

TABLE XX

London School of Economics
Number of Acceptances and Rejections to Postgraduate Economic Programs
for 1972 - 1975 by Regions

Region	1972				1973				1974				1975 [*]			
	Accept	Reject	Total	% Accepted	Accept	Reject	Total	% Accepted	Accept	Reject	Total	% Accepted	Accept	Reject	Total	% Accepted
Britain	120	118	238	50	123	101	224	55	117	82	199	59	79	90	169	47
Canada	27	20	47	57	23	39	62	37	22	23	45	49	14	24	38	37
United States	66	82	148	45	49	91	140	35	47	81	128	37	44	63	107	41
Europe	36	88	124	29	37	90	127	28	52	135	187	28	34	137	171	20
Austrailia/N.Z.	12	8	20	60	13	5	18	72	23	7	30	77	6	9	15	32
North Africa	0	5	5	0	0	2	2	0	0	3	3	9	1	2	3	33
Black Africa	36	35	38	8	3	38	41	7	11	25	36	31	3	33	36	8
South Africa	3	1	4	75	0	5	5	0	4	3	7	57	2	3	5	40
Latin America	18	55	73	25	13	40	53	25	14	69	83	17	11	37	48	23
Asia	30	107	137	22	34	92	126	27	30	117	147	21	29	115	144	20
Middle East	19	93	112	17	18	68	86	21	13	109	122	11	17	90	107	17
West Indies/Other	1	7	8	13	1	11	12	8	3	6	9	33	3	3	6	40
TOTAL	335	619	954	35%	314	582	896	35%	336	660	996	34%	243	606	849	29%

SOURCE: London School of Economics, Registrar's Office.

*"Rejected" includes those for whom no decision had been made at the time of this study.

"Accepted" includes conditional acceptances, the conditions for which were yet to be met.

a host of special "diploma" and "certificate" courses specifically intended for overseas students. So while the LDC students in regular (License and Doctorate) programs seem to be relatively thin (compared to the U.K.). The numbers in special programs are much larger than in the U.K.

Secondly, despite the relatively larger place given to LDC students in U.K. universities as compared to those in the U.S., the absolute numbers remain small. If we assume that for most people it takes a Ph.D. or its equivalent to reach a "professional" level of technical competence, then the 20-25 Third World Ph.D.s produced annually in the U.K. in the mid-70's cannot be regarded as very substantial. For all of Africa there were only 16 Ph.D. leavers in the two years 1973-1974. In the U.S. the numbers are surely larger, but perhaps not much larger. Many of these new professional economists will be sought by MDC universities, and by the international organizations, so the total annual flow into the LDCs themselves, particularly in Africa, must still be terribly small.

That there is something here to be concerned about should be evident to all development practitioners. Everyone knows that one of the most damaging deficiencies in LDC public policy-making is the scarcity of technically sound policy analysis, the lack of good economic staff work in operating agencies, planning ministries, budget bureaus and finance ministries. These scarcities cannot soon be removed if well-trained economists are not forthcoming in greater number.